DOCUMENT RESUME

ED 241 885 CG 400 189

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TITLE The Counselor as a Consultant. Trainer's Manual [and] Participant's Manual.
INSTITUTION San Mateo County Office of Education, Redwood City, CA.
PUB DATE Sep 77
NOTE 71p.; Page 17 of participant's manual may not reproduce clearly.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Activities; *Change Agents; *Consultants; Counseling Techniques; *Counselor Training; Evaluation; Faculty Advisers; Guidance Objectives; Guidelines; Interpersonal Communication; Program Descriptions; Resource Materials; Role Playing; School Counselors; Staff Development; *Trainers; Training Objectives; *Workshops
IDENTIFIERS Facilitators; PF Project

ABSTRACT

These two manuals provide a suggested format and materials for a one-day workshop designed to train the trainers of counselors who wish to be consultants, as well as to train the counselors to be consultants. Although counselor-consultants can serve many populations, the focus of these manuals is on services to teachers. The trainer's manual contains an introduction, suggested workshop timelines, four program modules, a workshop evaluation form, and an appendix of resource materials. The four modules cover orientation; approaches for consultants to use with teachers; inservice alternatives, possible resources, and implementation strategies; and a summary and evaluation. The appendix contains exercises, activities, and a description of a counselor-consultant training program. The participant's manual contains an introduction, seven program modules, and an appendix of resource materials. The modules cover orientation, approaches for consultants to use with teachers, inservice alternatives, consultant implementation strategies, possible resources, workshop pre-plan and implementation plan, and a summary. The resource materials in the appendix are descriptions of training programs, exercises, suggested principles for consultants to give to teacher-advisors, suggested teacher-advisor activities, selected resources, suggested change agent implementation steps, a pre-planning worksheet, and a counselor-consultant implementation proposal. (EM)

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the counselor as a consultant

TRAINER'S MANUAL

developed by

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CG400189

September, 1977

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ACKNOWLEDGEMENTS

I wish to thank Dr. Anne Upton and the California State Department of Education's Pupil Personnel Services staff for their support and assistance. I particularly wish to thank Dr. Joseph Cunha who served as a Consultant for me during the development of this workshop packet. Many of his ideas are included. I also wish to thank my secretary, Virginia Wangerin, for her major contributions.

I. Thomas Quinn

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Prepared for publication by San Mateo County Office of Education's Public Information Office.

INTRODUCTION

The purpose of this manual is to provide you with a suggested format for a 'Counselor-Consultant' workshop. (A companion Participant's Manual is available). Your role as a trainer is not to serve as an expert, but as a facilitator. You are, in effect, modeling a major aspect of the Counselor-Consultant's role. You should feel free to modify this format to better fit your preferred style.

The suggested workshop is designed for a one day or 5 and one-half hour presentation. The workshop has four components. You can offer follow-up workshops. This workshop is designed to train the trainers of Counselors as Consultants, as well as to train Counselors to be Consultants. The rationale is that a trainer who will be available to provide ongoing assistance at the school, district or County levels will further encourage Counselors to become Consultants.

Beginning Consultant skills are emphasized. Resources for a Counselor to further study the Consultant role are included.

SUGGESTED COUNSELOR-CONSULTANT TIME LINE

Activity Number	Activity Title	Suggested Time (Minutes)
	Module 1 - Orientation	
1	Statement on the expected workshop outcomes	2
2	Discuss history, definition and types of people served by Counselor-Consultants	15
3	Get acquainted activity	13
	Module 2 - Consultation with Teachers Approaches	
4	Role play and discuss the Counselor-Consultant as the facilitator of problem solving teacher groups.	45
	BREAK	15
5	Role play and discuss the Counselor-Consultant as a resource person and/or teacher for teachers re Interpersonal Communication Skills.	45
6	Role play and discuss the Counselor-Consultant as a teacher of classroom personal growth activities which teachers can use	45
7.	Role play and discuss how the Counselor-Consultant can help 'Teacher Advisors'.	45
	Module 3 - Inservice Alternatives, Possible Resources, Implementation Strategies	
8	Examine the Counselor-Consultant Participant Manual	30
	BREAK	15
9	Discuss ways to begin implementation of a Counselor-Consultant program	40
	Module 4 - Summary & Evaluation	
10	Leader summarizes and responds to participants' questions	15
11	Participants complete the evaluation form	5

Approx. Time - 5:30 hours

COUNSELOR-CONSULTANT WORKSHOP
DESCRIPTION OF MODULES

MODULE 1 - ORIENTATION

ACTIVITY 1 - Expected Workshop Outcomes

Participants will -

1.1 Begin to recognize the need for Counselor-Consultants

1.2 Be informed about the history and a definition for Counselor-Consultants

1.3 Be able to state what a Counselor-Consultant's role is

1.4 Learn the types of clients the Counselor-Consultants can serve

ACTIVITY 2 - Discuss history, definition, people served by a Counselor-Consultant

Leader:

2.1 Discusses in a concise way and in his/her own words the history behind the Counselor-Consultant concept as described on page 2 in the Counselor-Consultant 'Participant' Manual.

2.2 Cites the definition of a Counselor-Consultant as given at the top of Page 3 in the Counselor-Consultant 'Participants' Manual.

2.3 Have the participants list the types of people a Counselor-Consultant could assist. Refer to the bottom of page 3 in the Counselor-Consultant 'Participants' Manual.

ACTIVITY 3 - Get Acquainted Activity

Leader:

3.1 Divides the participants into sub-groups of 5 to 10 people and requests the sub-group members to introduce themselves. Asks for 4 volunteers from each sub-group to role play as a Counselor-Consultant for a specific exercise or activity. Have the 4 volunteers agree as to who will be first, second, third and fourth. Give the participants a 'get acquainted' game to play. (Refer to Appendix, page 10)

3.2 Trains the volunteer Counselor-Consultants #1 to facilitate a group of teachers to problem solve. (Refer to Appendix, Page 11)

MODULE 2 - CONSULTATION APPROACHES WITH TEACHERS

ACTIVITY 4 - Problem Solving Approach

4.1 Volunteer Counselor Consultants #1 facilitate their sub-groups discussions of simulated problems. Group members act as teachers in school X.

4.2 Leader trains Counselor-Consultants #2 while sub-groups are working and by using A Monograph on Interpersonal Communications described under 2.2 on page 4 in the Counselor-Consultant Participants Manual, and refers to Appendix, Page 12.

4.3 Volunteer Counselor-Consultants #1 report to the total group of participants their groups' role playing experiences and discuss their 'personal' feelings about serving as Consultants for this exercise.

BREAK

ACTIVITY 5 - Interpersonal Communication Needs and Approaches

5.1 Volunteer Counselor-Consultants #2 serves as a resource person and/or teacher by demonstrating for their sub-groups' members who role play as Counselors in school 'X' what is included in an Interpersonal Communications Manual and then leads a group discussion on whether Counselor-Consultants could use this resource to assist teachers to better communicate or teach communication skills. (Refer to Appendix, Page 12).

5.2 Leader trains Counselor-Consultant volunteers #3 while sub-groups are working, and by using A Handbook of Activities for Personal and Social Growth described under 2.6 on Page 5 in the Counselor-Consultant Participant's Manual. (Refer to Appendix, Page 13)

5.3 Volunteer Counselor-Consultants #2 report to the total group of participants their sub-group's thoughts about the need for teachers to receive interpersonal communication assistance, as to whether this Manual is a good resource and, if yes, how to best use it and/or their ideas about other ways to assist teachers to develop improved interpersonal communication skills.

ACTIVITY 6 - Personal Growth Activities for the Classroom

6.1 Volunteer Counselor-Consultants #3 serves as a resource person and/or teacher by demonstrating for their sub-groups' members who role play as teachers in school X how to use A Handbook of Activities for Personal and Social Growth described under 2.6 on Page 5 in the Counselor-Consultant Participants Manual. (Refer to Appendix, Page 13)

6.2 Leader trains Counselor-Consultant #4 while sub-groups are working and by using Appendix, Pages 14-18 and by reading the description under 2.7 on page 5 in the Counselor-Consultant Participants Manual.

6.3 Volunteer Counselor-Consultants #3 report to the total group of participants their sub-groups' suggestions re value of the Manual, how to best present it to teachers and whether teachers will use it, etc.

LUNCH BREAK

ACTIVITY 7 - Teacher-Advisors

7.1 Volunteer Counselor-Consultants #4 lead brainstorming sub-group sessions to determine how Counselor-Consultants can help introduce and begin implementation of a Teacher-Advisor program. Sub-group members role play as Counselors in school 'Y' described under 2.7 on page 5 in Counselor-Consultant's Participants Manual, and refer to Appendix, page 14-18.

7.2 Volunteer Counselor-Consultants #4 report to the total group's members their sub-group members concerns, suggestions relative to how the Counselor-Consultants can best serve the development and/or implementation of a 'Teacher-Advisor' program.

MODULE 3 - INSERVICE ALTERNATIVES, POSSIBLE RESOURCES, IMPLEMENTATION STRATEGIES

ACTIVITY 8 - Counselor-Consultant 'Participant' Manual

8.1 Provide each participant with a Counselor-Consultant Participant Manual

8.2 Discuss the contents of this Manual. Emphasize during the discussion the section on 'Consultation Approaches with Teachers' (pp. 4-5). Discuss briefly the Alternative Inservice Approaches to use when Counselor-Consultants work with teachers (pp. 5-6), possible resources (page 7) and implementation approaches and forms (pp. 6-7). Respond to questions.

BREAK

ACTIVITY 9 - Brainstorming

9.1 Sub-groups select a leader and a recorder. Sub group members discuss ways to effectively begin to implement a 'Counselor-Consultant' program in their schools. (A 'brainstorming' session).

9.2 Sub groups' leaders briefly summarize for all the participants their members suggestions for beginning to implement a Counselor-Consultant program.

MODULE 4 - SUMMARY AND EVALUATION

ACTIVITY 10- Leader selects and emphasizes several points from the day's discussions

Leader:

10.1 Suggests participants begin now by implementing one of the Counselor-Consultant approaches with volunteer teachers, and then build on their successes. (Refer to Counselor-Consultant Participants Manual, Pp. 4,5)

10.2 Suggests that following the initial success, Counselors should consider developing a comprehensive Counselor-Consultant Proposal (example: Appendix, pages 19-27). Distribute copies of the article titled 'Training Counselors for Today's World' and have the participants skim with you pages 21-27 as this will demonstrate a comprehensive approach. (Article was prepared for the National Association of Secondary School Principals' Bulletin)

10.3 Responds to questions

ACTIVITY 11 - Participants Complete Evaluation Forms (pp 7, 8)

COUNSELOR-CONSULTANT WORKSHOP
EVALUATION

	Very Helpful	Much Help	Helpful	Little Help	No Help
1. Get-acquainted activities were					
2. The short lecture on the history and a definition of the Counselor-Consultant were					
3. The Problem-Solving activity was					
4. The Interpersonal Communication activity was					
5. The Personal and Social Growth activities exercise was					
6. The Teacher-Advisor activity was					
7. The review of the Counselor-Consultant Participant's Manual was					
8. The group brainstorming about ways to begin implementing the Counselor-Consultant concept was					
9. The discussion of the article which describes a comprehensive Counselor-Consultant inservice proposal was					
10. The handouts were					

11. Which handout was most helpful? #_____

12. Which of the above activities was the most helpful #_____

13. Which of the above activities was least helpful? #_____

14. Please rate the over-all presentation by circling one:

    Very Helpful Much help Some help Little help No help

15. Do you plan to introduce the Counselor-Consultant concept to your school? (circle one)

    Yes No

    If yes, briefly explain when and how you will begin.

16. Do you feel you need much some little no further (circle one) assistance to become a Counselor-Consultant?

17. Comments:

A P P E N D I X

GET ACQUAINTED EXERCISE

Task: You have 10 minutes during which you must get as many initials as possible of people who fit the descriptions given below:

_____ Someone whose birthday is the same month as yours.

_____ Someone who was born in the same state you were born in.

_____ Someone who has been to Europe.

_____ Someone who wears the same size shoe as you.

_____ Someone who has the same last initial as you.

_____ Someone who has the same hobby as you. What is it:_____

_____ Someone who is the tallest person in the room.

_____ Someone who has the same job you have (being a student is a job).

_____ Someone who makes his/her own clothes.

_____ Someone who has won an award within the last two years.

_____ Someone who has the same make of car as you or your parents.

_____ Someone who has the same ambition as you.

_____ Someone who is the shortest person in the room.

_____ Someone who has never been out of the state of California.

_____ Someone who has appeared in a play.

_____ Someone who wears a tie.

_____ Someone who likes ITALIAN food.

_____ Someone who doesn't like MEXICAN food.

_____ Someone who is good at growing plants.

_____ Someone whose favorite color is the same as yours.

_____ Someone who water skis.

_____ Someone who knows a famous movie star.

Your name:_____

PROBLEM SOLVING EXERCISE

Counselor-Consultants tell your people they are an Intermediate or Secondary School teacher with attendance, class discipline, underachieving or other class problems. (Give 5 minutes to write their problem on a slip of paper.) Have all role play as teachers. Have all read their problems. Select top one or two problems to discuss (you or group selects). Have group brainstorm re ideas to solve problem. You write a list of their suggested solutions. If they don't have ideas to help, suggest where they can get help. If group cannot find a solution, admit it and go on to another problem.

End - ask group to share feelings about process.
You prepare to share with the total group how you feel about process.

INTERPERSONAL COMMUNICATION EXERCISE

You read page 3, pp. 4 - 7

Summarize page 3 for your group

Have your group read pp. 4 - 7 (to B.)

Lead a discussion - what were the main point(s) on pp. 4 - 7?

Walk through pp. 7 - 13 to show lesson topics (ex. B, page 7)

Have them use their manuals. You administer and have the group correct the scale on page 14 (Listening)

Help them skim pages 16 to end, again point to title headings (example: A. Describing feelings on page 17, etc.)

Have group discuss who they could use this manual with, and how they could use it.

Ask group to discuss the need for communication exercises for teachers; appropriateness of this exercise.

You prepare to report on your group's findings.

RESOURCE: Interpersonal Communications Manual by Richard Gemmet

Classroom Personal Growth Activities

Read page 28 for your information.

Summarize for your sub-group what you read.

Have your sub-group do two of these exercises:

#29, page 29

or

#33, page 33

or

#40, page 42

Have group share their thoughts about how teachers might use this manual and how they might best be trained by Counselor-Consultants.

RESOURCE: Developing Human Potential by
Robert C. Hawley and Isabel L. Hawley

TEACHER-ADVISORS EXERCISE

---Read Vallombrosa handout (next page) for your background.

---Tell your Intermediate or Secondary school teachers your administration decided to try the 'Teacher-Advisor' concept on a one-year trial basis.

---Summarize orally the Vallombrosa report for your group.

---Group discusses ways a Counselor-Consultant could:

Help define roles for the Teacher-Advisors, help screen potential Teacher-Advisors, help train Teacher-Advisors, and/or determine

---What are the Counselor-Consultants roles when working with Teacher-Advisors?

---You summarize orally the group's discussion.

---Ask group to share their feelings.

MINUTES
INTERMEDIATE & SECONDARY SCHOOL
ADVISOR ROLES WORKSHOP
Wednesday, 12/1/76
Vallombrosa Center
250 Oak Grove Ave., Menlo Park

This effort evolved from the fact that several requests were made by representatives from several school districts for assistance with the development of Advisory programs. Contacts with the State Department, CPGA, County Offices, showed that there were no guidelines for the establishment of Advisory services. Therefore, the Northern California CPGA Professional Development Commission (Gary Johnson, Bob Hendricks, Joe Marchi, Margaret New, and Chairman, Tom Quinn) planned and conducted a one-day meeting. The purpose was to develop recommendations which could provide guidelines and to open what hopefully will become further statewide dialogue on this issue. These guidelines could be supported by CPGA, the State Department of Education's Pupil Personnel Services Program, and could assist those school staffs who are being urged to develop Advisory Programs. The one day brainstorming meeting was held on Wednesday, December 1, 1976, 1:30 p.m. to 9:00 p.m. at the Vallombrosa Center, Menlo Park.

People representing several guidance-related backgrounds were invited to attend. They were selected because of their guidance-related leadership roles, and included Counselors, Vice Principals of Guidance, Directors of Pupil Personnel Services, Para Professionals, Teachers, Administrators, Counselor-Educators, County Office Guidance Coordinators. Most participants were from the Bay Area but there were representatives from throughout the state. Those who participated were: Roland Baldwin, Jim Beggs, Jane Carman, Marie Chadderdon, Joan Chambers, Joe Cunha, Maurice Crossland, Richard Date, Grace Eggert, Lou Falik, Jim Gordon, Gary Johnson, Mary Anne Heather, Carolyn Kelso, Anne Knieriemen, Joe Marchi, Margaret New, Stan Ostrom, Marie Otto, Kay Pacheco, Bob Parina, Tom Quinn, Wade Schroeder, Margaret Stafford, Mattye Talbert, Dave Theis.

The format of the meeting included introductions and brief statements by Dr. Richard Hoover, CPGA Executive Director, and Dr. Joseph Cunha, California State Department of Education, Pupil Personnel Services Program. Dr. Gary Johnson, San Jose State University, directed the participants in a discussion of "What is Advisement?", and "What are the Staff Renewal Potentials?" A panel presentation was conducted under Dr. Johnson's direction. The purpose was to inform the participants on what already was being done in the advisement area. The panel members were Roland Baldwin, Principal, Campbell High School, Joan Chambers, Director Pupil Personnel Services, Hayward Unified School District, Carolyn Kelso, Counselor, Gunderson High School, Margaret New, Coordinator of Guidance, San Mateo County Office of Education, and Marie Otto, Director of Pupil Personnel Services, Huntington Beach Union High School District.

The participants were divided into three groups and were requested to respond to ten questions. Their responses comprise the next part of this report, and will be followed by recommendations. (Dr. Cunha, Dr. Johnson and Tom Quinn reviewed and developed the report on these responses).

1. <u>Are there guidance needs not being met in the intermediate and secondary schools which Advisors might meet?</u>

Students need to be able to make frequent personal contacts, and they need alternative role models. They need further support from adults who have the capacity and time to handle their real problems through continuous relationships. If we can assume that guidance is a shared responsibility of adults and students, then it seems the schools need more problem identifiers, and must be better able to provide education and career planning assistance.

As the problem of bringing counselors and instructors closer together is addressed, we may better coordinate guidance and instructional functions to better serve student needs. School faculty and specialist personnel will likely experience role and function adjustments which may necessitate related inservice. (It should be noted that the last statements are supported by studies such as the State Department of Education's recent Pupil Personnel Services study and the RISE Commission report).

2. What are your concerns about using Advisors?

A fear of replacement of Counselors by Advisors.

Will there be adequate accountability and training for Advisors?

Will administrators truly support Advisors?

How will Advisors be selected?

Will teachers who do not want to be Advisors be forced into the role?

Will teachers resent an increased work load, or will released time for guidance duties be provided?

How will the Counselor role be affected? (Example: will Counselors serve only as Consultants?)

What will be required for inservice for both Counselors and Advisors?

3. Who might serve as Advisors?

Administrators
Classified Personnel
Community Personnel
Parents
Para professionals
Pupil Personnel specialists
Teachers
Teams (i e. staff member and a student)
Volunteers

4. How should Advisors be selected?

Two major recommendations evolved:

The largest group supported the concept that it is necessary for all or at least a majority of a school's staff (70%) to be involved for an Advisor program to be successful (supportive research was cited).

The minority recommendation was for Advisors to be volunteers. It was further suggested that if only volunteers are used, a committee should be appointed to develop criteria for selection and retention.

5. What training should Advisors receive?

It was recommended that in each school, continuous training should be offered. This training should be designed to meet students needs.

Possible training areas include:

Scheduling - i.e., enrollment procedures, programming, data processing

Resources - i.e., guidance (career, college, community, information delivery systems

Curriculum - i.e., knowledge of content and requirements and proficiencies

Affective - i.e., knowledge of inter-personal communication skills, values clarification and organization skills

6. How do Counselors relate to Advisors?

Some Counselors have apprehensions about how to effectively work with Advisors.

Counselors roles will change from: programming, being an initial contact person, attendance work, information giving

Counselors roles will change to: master teacher, developer, change agent, Consultant, will improve diagnostic skills, resource skills and will serve as a leader.

Advisors will be part of a combined instructional-guidance program.

7. What is the first step for developing an Advisor Program?

Study your school's problems

Identify school/staff resources

Identify community resources

Identify both long and short range school guidance needs

Identify school goals

Establish objectives, develop evaluation design which will measure expected student outcomes

Use change agent strategies to develop a climate open to change

Determine the best delivery system for guidance services

Plan carefully and move slowly to allow for staff planning to guide the advisement program's development

8. Who is responsible?

Ultimately the principal

A committee or council might develop and monitor a program

A counselor might coordinate and/or facilitate a team of Advisors

A guidance specialist might manage the program

A combination of the above

9. How is such a program evaluated?

An evaluation design should be based on expected student outcomes and should relate to the stated goals and objectives. A process evaluation should include time lines, should determine whether responsibilities were carried out by the designated personnel and whether each process step was accurately completed.

10. What priority assignments should Advisors have?

Program planning assistance

Frequent student contacts

Frequent parent contacts (make home contacts)

Establish a rapport with students

Orient students to school

Advise parents about school

Establish an identity through frequent and immediate access and personalized attention

Serve as student advocate

Disseminate information

Serve as adult models

Assist students to have curriculum input

Advise students re student government and other school activity opportunities, and how to apply

Assist students to assume responsibility

Support students decision making

Advise students on total school activities

TRAINING COUNSELORS FOR TODAY'S WORLD

by

I. Thomas Quinn

Administrators are well aware that it is not an easy task for students to function and/or learn in many of our school environments for a variety of reasons including troubled peers, classroom management difficulties, differences among teachers relative to achievement expectations, an increasing number of in and out of school choices students must make. It is equally obvious that students must prepare for an adult life in a world where it will be difficult to find job, family and/or leisure time stability because of continuous change. One significant way to better assist the students to adapt to their school environments, to improve their ability to learn and to prepare for later life is to provide a meaningful guidance-counseling program designed for today's world. Such a program must provide students with more individualized and/or personalized growth experiences, must emphasize prevention rather than remediation and must assist the school personnel to better identify and effect the changes necessary to further encourage this student growth. A 'Counselor-Consultant' program provides students and school personnel with this type of assistance.

Background Information For The Counselor Consultant Training Program Proposal

The 'Counselor-Consultant' concept was supported by Dr. Gilbert Wrenn, a noted counselor leader, in a book titled Counselor In A Changing World, published in 1962. Elementary counselors have successfully used this concept for many years. Some intermediate and secondary schools already implement it. Practical considerations, such as possible staff reduction and financial limitations are an argument for the concept. It is a concept which utilizes the services of counselors in ways which apply to today's world.

It is not suggested that all counselors should serve all of the time as 'Counselor-Consultants'. A first step for school administrators is to study the attitudes and strengths of their counseling staff, and then decide to have either all or most counselors

serve as consultants part of the time or have one or a few counselors serve as consultants all of the time. Why should they serve in this way? They should because the main goal of this concept is to multiply the effectiveness of the helping relationship by increasing the number of people working with the students in ways meaningful and beneficial to the students and the schools. The students will receive more personalized growth support and the schools will be able to offer it in an economical way. The concept also provides the school with a unifying set of activities. Who might the Counselor-Consultants serve? They might provide consultant services for administrators, teachers, counselors, aides, volunteers, parents, students.

Rationale for a Counselor-Consultant Training Program

Will the counselors need training to serve these groups of people as consultants? The answer is an easy "yes" because this role both builds on some of the counselor's traditional skills and requires the development of some new skills. Counselors must upgrade their traditional skills in the areas of communication and group leadership. They must acquire new skills in the change agent, organizational and teaching areas. They will have to further develop their abilities to work with adults. The traditional counselor role differs from the Counselor-Consultant role in focus and the kinds of relationships they develop in the school. Examples are: when consulting with an administrator, the focus is on the problem solving task, not in dealing with personal needs. When consulting with a teacher, the focus is on assistance with prevention, planning, and/or problem solving. The consultant is part of a guidance team. Some sub-goals for the consultant which further dramatize the differences between the old and new roles and the need for training are: Help improve the learning environment. Help improve communication by enhancing the information flow among the significant persons in the learning milieu. Bring together people from diverse roles to engage in the common task of enhancing the students' learning. Have an inservice function. Help others to learn about behavior. Develop a self help organization. The role of

the Counselor-Consultant is still as a specialist in human behavior, his goal is still the improvement of the student's sense of worth and achievement, but his scope now includes all who influence the learning environment as well as the students. There is a difference in roles and therefore, as previously stated, a Counselor-Consultant training program is needed.

Counselor-Consultant Training Program Proposal

This Counselor-Consultant training program is primarily concerned with assisting the counselors to develop the attitudes and skills necessary for them to conduct a number of commonly recognized consultant activities. However, specialized consultant activities which meet specific needs of school and/or students exist. They require the development of special attitudes and skills, and therefore also must be considered.

Counselor-Consultants will need training in these areas:

Organization, with an emphasis on time management; interpersonal communications; change agent approaches; group leadership strategies; possible resources; modeling and role playing techniques; one to one consultant techniques and possible specialized consultant approaches.

Organization with an emphasis on time management:

Counselors backgrounds as related to this area are varied. However, regardless of their backgrounds, they must be made aware of the fact that the use of sound organization practices and time management techniques is an important first step to their changing roles. They must set priorities if some former tasks are to be set aside, re-assigned or handled differently to provide the time needed to consult. Also they will become frustrated as consultants if they do not learn to develop sound plans which establish priorities, budget their time and have implementation strategies which include moving into the new role in manageable steps. For example, it is suggested that the new consultant should concentrate his early efforts on working with teachers to achieve agreed on objectives, because teachers have the most significant impact of all school personnel on students.

School administrators should be aware of or have access to a number of professional development programs or courses offered in their vicinity which relate to this area and which counselors could attend. Some administrators might offer training related to this area and tailor this training to their school setting because of their own management experiences.

Interpersonal Communication

There is a movement in school management which encourages staff involvement and open communication relative to decisions which will positively affect the school and/or learning environments. There is growing recognition of the need for teachers to better communicate with their students and/or to assist students to better communicate. Counselors usually are highly skilled in communication. However, their experiences have emphasized working with students. This new role suggests that they must become qualified to assist administrators to open up their staff's communication so problem solving can occur. They should learn now to assist teachers to improve their communication skills and to further develop their abilities to relate effectively with students. Also, teachers must be shown how to instruct their students to effectively communicate.

Many programs, courses and consultants on interpersonal communication strategies are available.

Change Agent Strategies

Most counselors do not know the intervention techniques or strategies which best lead other people to 'change' in a desired way. It is most important that, if possible, they participate in a 'Change Agent' workshop or course. Some universities and colleges offer courses. Dr. Gary Walz, Director of the Guidance and Counseling ERIC Program, University of Michigan, Ann Arbor, Michigan, has developed and conducts a successful, several day long workshop. If no program or course is available in your vicinity, your counselors could, as a minimum preparation, read The Change Agent's Guide to Innovation in Education, Havlock, Ronald G., Educational Technology

Publications, Inglewood Cliffs, New Jersey 07632, 1973.

Group Leadership Strategies

The consultant uses several vehicles for providing service. The two most important ones are large and small group activities. The large groups are used primarily for information giving. The small groups are used most often because they provide the best means for improving staff or student inter-personal relations, for assisting others to improve their communication skills, for planning, for problem solving, for modeling, role playing, and for develcping support groups. They are easier to conduct and assemble. They provide an economical way for providing services. Therefore, small group sessions form the primary vehicle for the Counselor-Consultant to provide services. Most counselors have group leadership training and experiences, however, it is necessary to assist them to upgrade their skills because of this strong emphasis on the group process, and because they may have limited experience working with adults in group settings.

A nearby university or college counselor education program and/or extension program might offer suitable courses, workshops or staff assistance. The American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009, has a division titled Association For Specialists In Group Work. A letter addressed to the president of this division and mailed to the APGA headquarters address will be forwarded to the current president. The division offers Group Leadership Workshops and should be in a position to offer needed assistance.

Possible Resources

A number of resources will assist counselors to become consultants, also they should learn how to use them on an ongoing basis as an important way to improve their services. They include:

Types of people who can advise on consultant strategies:

Elementary school counselors, intermediate school office consultants, State Depart-

ment of Education consultants, college counselor instructors, business or industry consultants, government agency consultants.

Materials, Media

Many materials and media are developed. Only the most valuable resources known to the writer can be mentioned, because of space limitations. The Change Agent's Guide to Innovation in Education was already mentioned. The Consulting Process, Carlson, Splete and Kean, American Personnel & Gruidance Association, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009, 1975, and The School Counselor-Consultant, Fullmer & Bernard, Houghton-Mifflin, 777 California Ave., Palo Alto, CA 94304, 1972, provide much valuable information.

Modeling and Role Playing Techniques

An important consultant role is to demonstrate successful activities. Demonstrations are made before large groups such as at faculty meetings, with small groups of teachers, parents, etc., in classrooms. The demonstrations are done by modeling or role playing. Counselors vary in their modeling abilities and experiences. Many counselors have at least some role playing skills.

University or college counselor-education or extension programs should provide courses, workshops or staff who could assist in this area. If no or limited assistance is locally available, the counselors with the help of written and/or media resources might be able to develop these skills through practice with experimental groups established for this purpose.

One to One Consultation

Counselor-Consultants will use this approach to develop rapport with school personnel or students, to identify problems, to gain agreements from faculty members to participate in certain activities and to handle special faculty or student concerns. Most counselors have much experience in this area. Therefore, limited inservice should be necessary. The inservice could be confined to having one part of the previously

suggested 'Interpersonal Communication' inservice and one part of the suggested 'Change Agent Strategies' inservice related to this area.

Possible Specialized Consultation Activities

Special Counselor-Consultant activities might assist a school to meet some agreed on priority, guidance related student needs. They could include: consultants working with 'Peer Counselors', 'Teacher-Advisors', 'Career and/or Guidance Aides' in ways unique to their roles. There also are successful guidance oriented, instructional activities which Counselor-Consultants could learn so they could train teachers to use them. One example is a program which assists teachers to help their students develop or maintain positive self concepts. The teachers can be taught classroom techniques which are easy to learn, easy to do and require little class time. Their efforts will assure further student growth, improved class interest and increased learning. Thus, the teachers' time and efforts should be well spent. The Counselor-Consultant can learn to train students to be 'Peer Counselors' if a school decides to develop such a program. A number of peer counselor trainer programs exist.

The 'Teacher Advisor' concept is being implemented in an increasing number of schools. These schools can be identified and looked to if a school decides to have their Counselor-Consultants train their teacher-advisors. Comprehensive materials which include strategies for teacher-advisors can be secured for the consultants to use as a resource by writing: 'Advisement', Ferguson-Florissant School District, 655 January Avenue, Ferguson, Missouri 63135.

Many schools now use Career and/or Guidance Aides. Consultants can identify and observe nearby schools' aides activities to develop needed inservice skills. Also, most career and/or guidance aide training should be based on local needs. The consultant should identify these needs, develop and implement an aide training plan which is primarily based on their own guidance experiences because part of the aides' roles might include some of the counselors' routine tasks.

Counselor-Consultant Training Plan Implementation Strategies

The program should be developed in stages. The stages are as follows:

1. Identify a school's students guidance needs to determine if the counselors' roles should be modified.
2. Establish a school guidance council composed of administrators, teachers, aides, students, parents, and have them help identify guidance needs and suggest possible Counselor-Consultant roles.
3. Appoint a person to organize the training program. (It could be the 'Head' counselor.)
4. Counselors should be charged with the responsibility of developing objectives for a Counselor-Consultant program based on the identified needs and suggestions.
5. Assess the counselors' attitudes and strengths.
6. Decide whether all or some counselors will be consultants.
7. The 'organizer' with the Counselor-Consultant trainees are encouraged to consider the above inservice suggestions to determine which inservice activities are important and to decide what level of inservice is needed for each of the selected activities based on their professional backgrounds and on what the schools' consultant program will emphasize. (Example - they may feel much assistance is needed in the 'Change Agent' area but little inservice is needed for the one to one 'Conference' area.) Also, they should establish training priorities.
8. The 'organizer' should develop a training program timeline.
9. The 'organizer' should identify and secure the needed resources.
10. Each inservice component should include time for the counselors to experiment with students and/or staff.
11. The 'organizer' should seek constant feedback from the counselors as to whether their needs are being met.

Summary

Schools must continuously modify their programs and/or activities to meet the changing demands of society and their students. Recent events indicate that many schools' guidance programs, like some other school programs, must be updated. One way for a school to have a greater impact on their students' needs is to have their counselors serve as Consultants. Counselors must be trained to become Consultants because major role modifications are required if they are to serve as Consultants. A Counselor-Consultant Training Program Proposal includes professional development or inservice in these areas: Organization with an emphasis on time management, interpersonal communications, Change Agent strategies, group leadership approaches, possible resources, modeling and role playing techniques, one to one Consultant approaches, specialized Consultant approaches.

A Counselor-Consultant training program will require time to develop and implement. Each area of the training program should be assigned a priority. The training will begin in the area having the highest assigned priority, and should proceed on a step by step basis.

The time and effort required to develop a successful Counselor-Consultant Training Program is well spent when the reader considers that the result will be to train counselors for today's world so they can, in fact, help the school staff to improve their abilities to meet current, legitimate student needs, and to help the students develop the abilities they need to grow and learn.

the counselor as a consultant

PARTICIPANT'S MANUAL

developed by

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September, 1977

ACKNOWLEDGEMENTS

I wish to thank Dr. Anne Upton and the California State Department of Education's Pupil Personnel Services staff for their support and assistance. I particularly wish to thank Dr. Joseph Cunha who served as a Consultant for me during the development of this workshop packet. Many of his ideas are included. I also wish to thank my secretary, Virginia Wangerin, for her major contributions.

I. Thomas Quinn

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Prepared for publication by San Mateo County Office of Education's Public Information Office

INTRODUCTION

A study of the history of school Counselors shows that Counselor roles are continuously modified to meet changing needs. They are being urged to do group work, provide career guidance, conduct testing programs, work with students who have behavioral and/or learning problems, etc. They are urged to work with students, teachers, parents, administrators, community people. Their roles are further clouded by financial problems and limited staff sizes. An important question then is, how can Counselors provide the most meaningful services under these circumstances? Studies such as the 1975 California State Department of Education Pupil Personnel Services Department's Pupil Personnel Services in California Public Schools: Needs, Problems & a Plan for Solutions; educational leaders such as Gilbert Wrenn and Richard Schmuck, and an increasing number of district and school administrators recommend that Counselors can provide significant services as Consultants. Counselors as Consultants will multiply the effectiveness of the helping relationship by increasing the number of people assisting a student to grow. This concept is not a new one, and Counselors already have many of the skills needed to be Consultants. Therefore, you are urged to study this manual carefully, as it can assist you to develop or improve your skills as a Counselor-Consultant. It is not suggested that all Counselors should serve only as a Consultant. It is suggested that many Counselors should spend much time as a Consultant because this role has proved to be a truly needed and helpful one.

The purpose of this manual is to assist you to become the trainer of Counselors who wish to serve as Consultants and/or to become a 'Counselor-Consultant'. It is not intended to provide you with all the skills necessary to serve in this important capacity. However, you should acquire beginning Consultant skills, and can use the listed resources for further study. It is urged that whenever possible, this manual be first studied as part of a one-day workshop. (A companion trainer's manual is available.)

Counselor-Consultants can serve many populations (parents, administrators, students, teachers, aides) in a variety of capacities. This manual focuses on services to teachers because of their prime importance to students, but the Counselor-Consultants are urged to consider offering Consultant services to these other populations as an important, second step. Each of the seven Consultant approaches with teachers will require study and experimentation. Therefore, you are encouraged to review the entire manual for background purposes, to set priorities among the teacher approaches and then to concentrate until you are satisfied with your skills on one teacher approach before attempting to master another one. You are urged to complete the 'pre-plan' form as it will guide you on how to best select and use the listed resources. Your completion of the 'Implementation Proposal' sheet will provide you with a vehicle for developing an initial 'Counselor-Consultant' effort. You, of course, are encouraged to modify any of these suggested approaches, resource lists, forms to better meet your needs.

Module 1 - ORIENTATION

Expected Outcomes: You will:

Learn the history, goals and roles of a Counselor as a Consultant.

Why Do We Need Counselor-Consultants?

The 1975 report by the California State Department of Education, titled Pupil Personnel Services in California Public Schools: Needs, Problems and a Plan for Solutions, urges implementation of some activities which require Counselors to be Consultants. These recommendations are based on comprehensive, current needs assessment results. Current staffing or lesser staffing prohibits individual Counselors from continuing to use one-to-one counseling as their main effort and to be accountable. It is impossible to counsel individually 300 to 650 students in a meaningful way; therefore, other means must be developed. The Consultant role provides a vehicle for Counselors to assist students in a significant way.

Consulting is a neglected, but not a new role. Consulting is a natural role for professional Counselors because of their skills in facilitating, communication and their understanding of the dynamics of interpersonal relations.

Dr. Gilbert Wrenn, in his 1962 publication titled Counselors in a Changing World states, "Today's youth are in schools which prepare for the possible future NOT AT ALL, the present with hesitancy, and the past with assurance. Schools, at best, are preparing students for a stable and technological world which does not exist. They prepare least well for an unstable and changing post-technological world. This will be a world in which psychological needs and human relationships will be our center of concern. In the face of the 'safe' attitude of communities and the 'practical' focus of administrators, who can expect teachers to move into the main current of youth's criticisms, realities and longings? Moreover, they won't do this without encouragement from colleagues as well as leaders, and without leadership in understanding the changed student of today. Hence, the emerging role of the Counselor as Counselor-Consultant. The Counselor is still a specialist in human behavior, his goal is still the improvement of the student's sense of personal worth and achievement, but his scope now includes all who influence the learning environment as well as the student himself. Improving the learning environment is the key item in the Counselor-Consultant's concerns. It means focusing upon the process of becoming and growing rather than on prescriptive doing. Focus on the process - not on the product."

What is a Counselor-Consultant?

Consultant plays a 'resource' or a 'facilitator' role. He/she should be skilled in communication, group process and intervention into lives of others approaches. He/she should know 'change agent' techniques.

Consultant vs. counseling roles - They differ in focus and kinds of relationships developed within the school. Examples are: When consulting with an administrator - focus is on the problem solving task presented by the administrator, not in dealing with his personal needs system. When consulting with a teacher - focus is on planning and/or problem solving tasks.

A Consultant can be more a part of the main team because the Consultant role is less threatening than the Counselor role.

CONSULTANT GOALS:

Major goal is to "Multiply the effectiveness of the helping relationship by increasing the number of people assisting a student".

Sub goals are to:

1) Improve and/or enhance learning environments.
2) Improve communication by enhancing the information flow among the significant persons in the learning milieu.
3) Bring together persons of diverse roles to engage in the common task of enhancing the learning environments.
4) Extend services of experts.
5) Have an inservice education function.
6) Help others in the process of learning how to learn about behavior.
7) Help create a milieu containing all significant components of a good learning environment.
8) Trigger a self-help organization.

OBJECTIVES - will vary with the identified local needs.

SUGGESTED HIERARCHY OF CONSULTANT ROLES:

1st Level

1) Consultation with groups of teachers because the counselor role is to free all students to learn. Teachers are the chief change agents.
2) Consultation with individual teachers.
3) Consultation with groups of students. (Example: Identify bright ones; identify students with self-concept problems, etc.)
4) Consultation with individual students.

2nd Level

5) Consultation with paraprofessionals.
6) Consultation with curriculum developer(s).
7) Consultation with administrators.
8) Consultation with parents.
9) Consultation with Pupil Personnel Services specialists.
10) Consultation with community agencies.

A 'Counselor-Consultant' role will offer you a way to become more effective and to have increased job satisfaction.

Module 2 - CONSULTANT APPROACHES WITH TEACHERS

Expected Outcomes: You will:

Identify some of the needs teachers have for Counselor-Consultant services or activities.
Learn selected roles for Counselor-Consultants to use when working with teachers.

2.1 Improve School/Class Learning Environments

Counselor-Consultants facilitate teachers' group discussions about school, department and/or class problems. Conduct weekly sessions. Teachers are invited to attend one, some or all of these sessions during their preparation periods. Consultant leads a discussion designed to encourage these volunteer teachers to take turns sharing their problems. Other teachers in the group are urged to suggest ways these problems might be solved. Begin by announcing this service and inviting teachers to participate. Start with one or two groups of volunteer teachers. Limit group size to seven or eight teachers. (No available resource material)

2.2 Interpersonal Communication Workshops are conducted for volunteer teachers during staff inservice time. Recommend you use A Monograph on Interpersonal Communications, Richard Gemmet, January, 1976, San Mateo County Office of Education, 333 Main Street, Redwood City, California 94063, $1.50. This manual focuses on listening and speaking skills, and covers such areas as paraphrasing, perception checking, describing feelings, describing behaviors, constructive openness. Provides guidelines for giving and receiving feedback. This manual is a tool for the Consultant to use to assist teachers, administrators to become more effective communicators. Consultant leads discussions and demonstrates the communication skills described in this manual.

2.3 Equality in the Classroom - a modified version of an inservice program for teachers, grade K-12, developed by Los Angeles County Schools through an ESEA III grant.

It is based on research which shows that teachers interactions with students perceived as 'low achievers' is less supporting and less motivating than those interactions with students perceived as 'high achievers'.

Teachers are trained to 1) give all students opportunities to respond to questions, 2) give all students the clues needed to encourage correct responses, 3) give all students positive physical and verbal reinforcement. Counselor-Consultants are taught to train teachers to observe each other and to help each other learn these inter-action skills. Counselors can observe and assist if necessary. The Los Angeles County Program is being well received because of its practical approach to a high need area. (Refer to Appendix pg. 8)

2.4 Positive Self Concept Activities for the Classroom - the purpose is to help teachers to develop relationships supportive of positive self concepts. Self assessment scales, open discussions, varied activities help teacher participants to take stock of their roles, to free selves for person to person interaction, and to exercise choice within the limits of our focus--'the development of positive self concepts'. Program begins with teachers working with teachers and their transferring their learning to the students in their classes. (Refer to Appendix pg. 19)

2.5 Class Problem Solving Discussions

When requested by teachers, Consultants demonstrate how to lead student discussions of classroom-related problems such as developing improved study skills, attendance. The teachers can utilize the same procedure after observing one or two modeling sessions. (Refer to Appendix pg. 26)

2.6 Classroom Personal Growth Activities

The recommended resource is Hawley, Robert C. & Isabel L., - A Handbook of Activities for Personal and Social Growth, '72 - Pennant Educational Materials, 468 Alvarado Lyn Rd., San Diego CA 91200 - $4.95.

The Consultant can discuss and/or demonstrate for small groups of teachers the personal growth activities selected from this manual. Teachers select an activity, role play or discuss in small groups. Group leaders report on activity to the total group.

2.7 Intermediate or Secondary School Teacher Advisors

This activity recognizes the growth and development of Teacher-Advisor programs. It is recommended that Counselor-Consultants should prepare to introduce or support this concept. Teacher-Advisors will need guidance skills training. The first step is to assist them to define roles. Role Statements should reflect agreed-on principles and activities. Participants should determine what they feel Teacher-Advisors should be trained to do and determine ways Counselor-Consultants can work with them. (Refer to Appendix pgs. 27, 28, & 29)

MODULE 3 - COUNSELOR-CONSULTANT INSERVICE ALTERNATIVES

Expected Outcomes: You will:

Understand the Counselor-Consultant inservice alternatives.
Understand that small group counseling is emphasized.

The Counselor-Consultant Inservice Approaches Are:

One-to-one meetings - develop rapport, identify problems, agree on tentative activities and evaluation approaches. Handle unique and/or special problems.

Small Groups - improves interpersonal relatedness by helping participants to develop their communication skills and problem solving skills. Can use to provide planning assistance. Offers an opportunity for modeling. Can develop support groups.

Large Groups - use as an effective vehicle for information giving.

Emphasis is on Small Group approach because it is usable in most Consultant activities. Most Counselors are trained in the group process. It provides a vehicle for change and growth; a vehicle for communicating ideas; a vehicle for planning and doing; an experience to the group members in language use and working with others. It is a way to make the maximum use of the limited Counselor-Consultant time.

Small Groups are used most often because they are easier to conduct and assemble. "Small groups form the method of the Counselor-Consultant."

Suggestions relative to the formation of groups:

1) Recruitment - Screening and selection should relate to the group objectives.
2) Size - Determined by group's purpose - (10-12 largest).
3) Frequency and life span varies.
4) Meeting place must be selected with care.
5) Members must have clear instructions on group purposes, do's and don'ts.
6) Determination as to whether group is volunteer or not must be made.

MODULE 4 - CONSULTANT IMPLEMENTATION STRATEGIES

Expected Outcomes: You will:

Understand implementation steps which lead to change.
Understand the ways the small group process can be used to assist change.

Suggested Change Agent Implementation Steps:

(Refer to Appendix, p. 31)
Review above comments on small groups. Read Fullmer/Bernard - The School Counselor-Consultant (Appendix page 32)

MODULE 5 - POSSIBLE RESOURCES

Expected Outcomes: You will:

Identify types of people who can assist to become Consultants.
Identify material resources.

The types of people who can assist you to develop Consultant skills are:

Elementary School Counselors
County Office Consultants
State Department of Education Consultants
College Counselor Education Professors
Business-Industry Consultants
Governmental Agency Consultants

(Note: Names and addresses of possible Consultants from your area can be developed. These people are requested to advise on what Consultant processes, skills, techniques they use.)

(Counselor-Consultant material resources for you to consider are listed on page 32)

MODULE 6 - PRE-PLAN AND IMPLEMENTATION PLAN

Expected Outcomes: You will:

Develop a pre-plan so you are adequately prepared to introduce the Counselor-Consultant role into your school(s). (Refer to Appendix pg. 33)
Develop a tentative Counselor-Consultant implementation proposal. (Refer to Appendix pg. 34)

MODULE 7 - SUMMARY

It is important for Counselors to devote a significant part of their energies to serving as Consultants because this role will enable them to increase their impact on their students' growth. Counselors already have many of the skills needed by Consultants, such as the ability to facilitate groups. Counselors serving as Consultants is an old idea, but it is being given new impetus because of increased demands for guidance services, limited staffs and growing financial constraints.

Counselor-Consultants should serve many groups such as students, aides, administrators, parents. This manual focuses on learning how to consult with teachers, because it is necessary when beginning as a Consultant to focus your efforts, to achieve skill in one area before moving into another area, and because teachers have the greatest impact on students.

You can study this manual on your own, but are urged, if possible, to attend a one-day workshop which relates to it. You also are encouraged to use the listed resources for further study, and if possible, to enroll in college or university-conducted Consultant courses.

Good luck in your important new venture! You will find the results are rewarding ones.

EQUALITY IN THE CLASSROOM

PROGRAM:

'Equal Opportunity in the Classroom' offers inservice training on the relationships between teacher expectations and student learning. Specific teacher behaviors which will and will not discriminate against students for whom low expectations are held have been identified and organized into five instructional activities. Each of these five activities are learned by the participating teachers through first a discussion of the activity and then practice in the classroom on what was learned in the discussion. Participating teachers are asked to choose five students in their current classes for whom they hold high expectations and five for whom their expectations are low. Each teacher is observed several times by a fellow participating teacher. The observing teacher records the teacher's behavior which is directed towards the students identified as the five 'high' achievers and the five 'low' achievers. The presence of an observer prods the teacher to try out the prescribed behavior in interaction with the low achievers, and positive student responses reinforce the teacher's behavior. The observation procedure also provides the teacher with immediate feedback about how another person perceives his interaction with both the 'low' and 'high' achieving students.

This program is based on studies which show that teachers interaction affects student's achievement and production. It involves teachers taking time once or twice a week during prep periods to observe and code another teacher in the program. In addition there would be five discussions by the teachers in each school held once a month for five consecutive months, to evaluate their completed activity and to study what is to be done in the next activity.

This program is a modified version of Los Angeles County Schools Office's ESEA Title III 'Equal Opportunity in the Classroom' program. Participants are urged, if possible, to enroll in their 3-day training program.

The inservice format is:

1. During the first meeting the Counselor-Consultant should give a brief overview of the program's purpose and activities using the form on page 9. Also, the use of all the forms should be discussed.

2. Counselor-Consultant and teachers spend one month on each activity beginning with Activity 1 during the first month.

3. Counselor-Consultant and teachers begin working on each activity by meeting for two hours to read and discuss the related one page coverage of the activity. Examples of good and poor practices related to the activity should be discussed.

4. The teachers should observe each other five different times during the month. These times should not be consecutive ones.

EQUAL OPPORTUNITY IN THE CLASSROOM

INTERACTION MODEL

ACTIVITIES	RESPONSE OPPORTUNITIES	FEEDBACK	PERSONAL REGARD
1	Equal distribution of response opportunities	Affirm or correct student's performance	Proximity
2	Helps individuals	Praise of learning performance	Courtesy
3	Provide response time	Listening	Personal interest/ Compliments
4	Delving	Reasons for praise	Touching
5	Higher level questioning	Accepting feelings	Desist

ACTIVITY 1

EQUAL DISTRIBUTION OF RESPONSE OPPORTUNITIES

ACTIVITY COMPONENTS	POSITIVE	NEGATIVE
1	Provides a student with a chance to participate	Prevents a student from participating
2	Praises or corrects student's efforts	No reaction or comment after a student response; belittles or embarrasses
3	Moves close to student	Isolates or avoids student

PROVIDE EQUAL ATTENTION

STRANDS	POSITIVE	NEGATIVE
A	Provides a response opportunity for one of the students who was identified as a low achiever and who makes a public response. (Public response- reciting, reading aloud, reporting, using chalk board, showing something, confirming another student's response.) Teacher calls the student's name; teacher gives non-verbal clues; teacher delegates the student to call on others.	Doesn't call on student or ignores student who wants attention. Reprimand for calling out response.
B	Inform student who responded to a question, who performed or who works at desk - response or work o.k. or not acceptable. (yes, o.k., no, wrong)	No teacher reaction or feedback. Teacher belittles.
C	Teacher moves physically close to a student. (Alone or in a group) Teacher goes to student (alone or in group) where at.	Isolates a target student. Teacher moves away from an approaching student.

ACTIVITY 2

HELPS INDIVIDUALS

ACTIVITY COMPONENTS	POSITIVE	NEGATIVE
1	Provide equal individual helping time to students.	Ignore a student's wishing help.
2	Praise performance	Harsh criticism (beyond correction)
3	Be courteous	Insults

PROVIDE INDIVIDUAL HELP

STRANDS	POSITIVE	NEGATIVE
A	Private interaction between student and teacher must help student. Time length not main factor.	Ignores or rebuffs signal for help.
	PRAISE OF PERFORMANCE	
B	Enthusiastic response Use reward system (M & M's) Private as well as public praise, example: Wow! Sharp! Good! Superior work!	Criticism more than saying 'wrong'.
	COURTESY	
C	Teacher states or shows respect to student - 'model behavior'. Example: says thanks, your welcome, helps carry or pick up something.	Insulting remarks Sarcastic comment Interrupts student

ACTIVITY 3

PROVIDE RESPONSE TIME

ACTIVITY COMPONENTS	POSITIVE	NEGATIVE
1	Wait to allow time for student to respond	Do not wait or allow time for student to respond.
2	Listen	Don't listen
3	Show personal interest. Provide compliments.	Belittle student's personal interest or experience

LATENCY

STRANDS	POSITIVE	NEGATIVE
A	Allow students time to think over question (5 or more seconds)	Less than 5 seconds to respond.

LISTENING

B	Teacher listens attentively to student (Eye contact with student) Can be with any exercise (reading, question, discussion). Teacher gets student back on track with questions. Time length not a factor. Student elicits a response.	Teacher disinterested or preoccupied. Teacher interrupts a student's response.

PERSONAL INTEREST/COMPLIMENTS

C	Asks questions or makes statements related to students' personal interests or experiences. Compliments student on something <u>not</u> related to class.	Cuts off student attempt to tell about personal interest or activity.

ACTIVITY 4

DELVING

ACTIVITY COMPONENTS	POSITIVE	NEGATIVE
1	Delve Rephrase Clues	Does not delve after indicating student's response is not satisfactory.
2	Back up praise with the reasons for the praise	Sarcasm
3	Touch in a friendly way	Reject student's attempt to touch. Slap, grab, touch angrily.

DELVING

STRANDS		
A	Teacher gives added information to help student to respond. (Rephrase question, give a clue, give added information, ask a different but related question)	Terminates response opportunity without trying to help student.

REASONS FOR PRAISE

B	Teacher gives a reason for praising a student's learning performance. Teacher delegates praise to another student (example: ask one student what likes about another's report)	Sarcastic, insincere praise. Says more than good or correct. Excessive.

TOUCHING

C	Touches student in a friendly way. (Time not a factor)	Teacher rejects student's attempt to touch. Teacher pushes, slaps, grabs in a way that shows distaste.

ACTIVITY 5

HIGHER LEVEL QUESTIONING

ACTIVITY COMPONENTS	POSITIVE	NEGATIVE
1	Higher level questioning: calls for student opinion, explanation, evaluation.	Teacher suggests degree of difficulty associated with question.
2	Accepting and reflecting student's feeling; non-evaluative acceptance of feelings.	Belittling or ignoring student's feelings.
3	Desists; corrects student behavior in a calm, courteous manner.	Teacher displays hostility, unreasonable anger.

HIGHER LEVEL QUESTIONING

STRANDS	POSITIVE	NEGATIVE
A	Teacher: Ask student a question which requires him/her to: give an opinion, assess facts, evaluate information, explain phenomena, organize information, hypothesize, interpret, summarize, draw implications, predict trends, generalize.	Teacher implies or states questions are easy or difficult. What we are trying to avoid is the possibility that 'easy' questions will be directed more often to perceived 'low' students.
B	FEELINGS Teacher: Recognizes and deals with student's feelings in a non-evaluative way. Helps students problem solve if differences exist. Shows accepting attitude.	Teacher: Disparages a student's feelings. Statement may be a neutral one but indicates negative feelings. Non-verbally expresses rejection of the student's feelings.
C	DESISTING Teacher: Requests student to desist from a bad behavior in a calm, courteous way. Uses non-verbal desists in a matter of fact, courteous way (ex: shake head, change activity). Anger expressed at situation (ex.: mad about paint on floor).	Teacher: Insults the student. Puts a student down (ex.: "talk about sloppy!"). Shows false courtesy (ex.: sneers).

EQUAL OPPORTUNITY IN THE CLASSROOM

GENERAL OBSERVATION GUIDELINES

1. All observations shall be scheduled in advance and with the approval of the teacher.

2. There shall be a minimum of four (4) and a maximum of five (5) visitations per activity, each of thirty (30) minutes duration.

3. Ideally, observation-visitations should not be made on consecutive days. This may not always be possible but every effort should be made to adhere to this guideline. In this way, the teacher has time to practice and/or adjust lesson plans which would accommodate the implementation of the behaviors.

4. Keep appointments or give advance notice of inability to maintain observation schedule.

5. You are an observer, not an evaluator. Do not suggest, advise, or recommend.

6. Teacher and observer should plan "sharing time" away from the class setting for the purpose of discussing the unit, sharing information about target students, and assisting each other in any way possible.

7. When observing, stay in the background as much as possible, but maintain a good view of the entire class and the teacher.

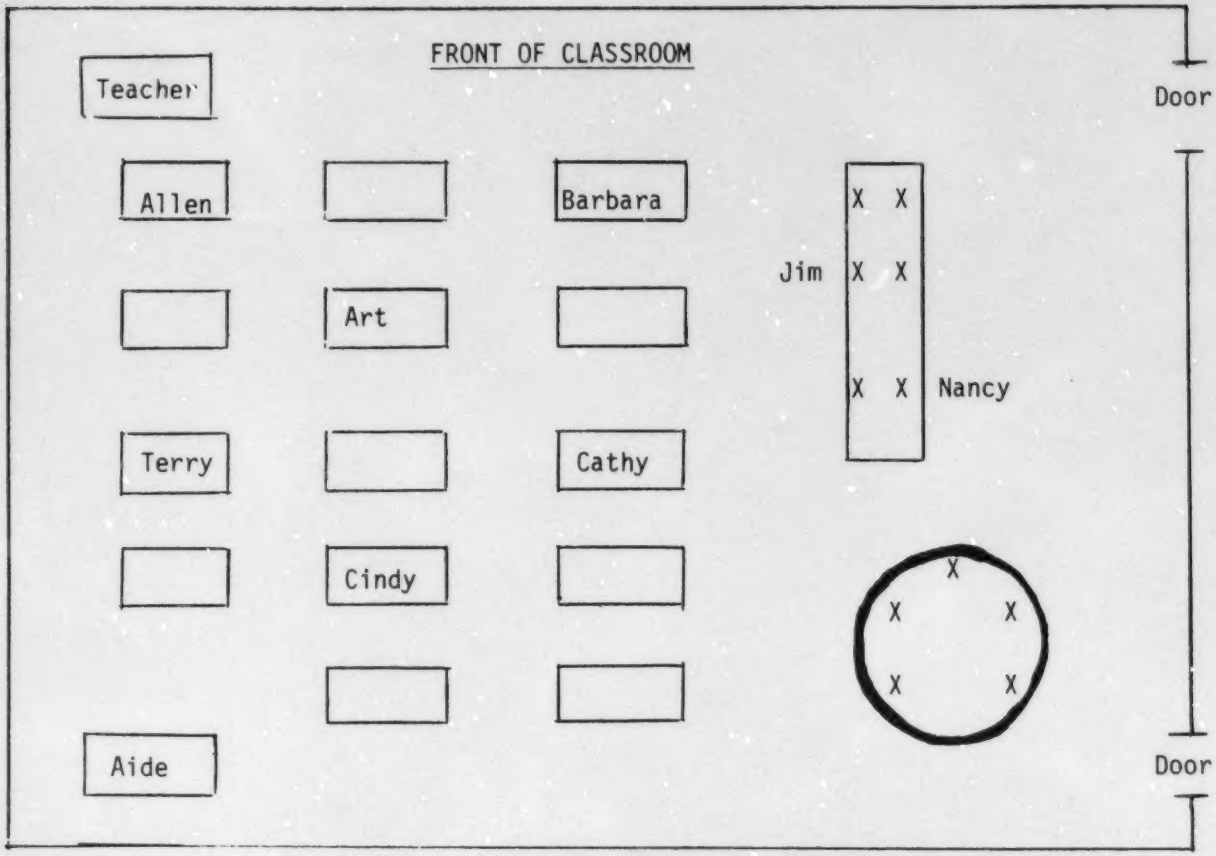
8. If necessary to move about room to more effectively observe, do so without unnecessarily disturbing the students or teacher.

9. Do not interact with students. Discourage their interaction with you.

10. When in doubt whether to code a behavior, omit it.

11. The observation form and seating chart should be kept from the view of the students.

12. Enter and leave the room inconspicuously.



SAMPLE CLASSROOM SEATING CHART

Beginning with the first observation, an accurate seating chart will greatly assist the observer in identifying the target students. The diagram should also illustrate accurately the arrangement and types of furniture which vary from the conventional rows of individual student desks.

STUDENTS	STRANDS A	B	C
Name P			
# N			
Name P			
# N			
Name P			
# N			
Name P			
# N			
Name P			
# N			

STUDENTS	STRANDS A	B	C
Name P			
# N			
Name P			
# N			
Name P			
# N			
Name P			
# N			
Name P			
# N			

STUDENTS	STRANDS A	B	C
Name P			
# N			
Name P			
# N			
Name P			
# N			
Name P			
# N			
Name P			
# N			

PRACTICE CODING FORM

STUDENTS	STRANDS A	B	C
Name P			
# N			
Name P			
# N			
Name P			
# N			
Name P			
# N			
Name P			

STUDENTS	STRANDS A	B	C
Name P			
# N			
Name P			
# N			
Name P			
# N			
Name P			
# N			
Name P			

STUDENTS	STRANDS A	B	C
Name P			
# N			
Name P			
# N			
Name P			
# N			
Name P			
# N			
Name P			
# N			

EQUAL OPPORTUNITY IN THE CLASSROOM - OBSERVATION FORM

STUDENTS		1st OBSERVATION STRANDS A	B	C	2nd OBSERVATION STRANDS A	B	C	3rd OBSERVATION STRANDS A	B	C	4th OBSERVATION STRANDS A	B	C	5th OBSERVATION STRANDS A	B	C	Total Times Observed	TOTAL POSITIVE BY STRANDS A	B	C	Grand Total Negative
	P																				
	N																				
	P																				
	N																				
	P																				
	N																				
	P																				
	N																				
	P																				
	N																				
	P																				
	N																				
	P																				
	N																				
	P																				
	N																				
	P																				
	N																				
	Date Act. Obs.																				

P=Positive
N=Negative

Observers - Be sure you record the date, the activity, and your initials each time you complete an observation.

THE COUNSELOR AND THE FACULTY

Developing a Positive Self-Concept in the Classroom

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How we see ourselves - our self-concept - is a fundamental source of our behavior and attitudes. We act not only in response to the external environment, but also in response to how able or ineffective we feel in confronting that environment.

Each person's self-concept includes both thoughts and feelings, and "facts" and evaluations or judgments. For example, "I have two close friends" is factual and forms part of the self-concept when an evaluation is added. "I feel pleased to have these friends" reflects a positive view of self, while "I wish everybody liked me" typifies a negative concept. These judgments, or emotional loadings, are at the core of self-concept, since they comprise the unique, personal cluster of reactions that guide one's interaction with the environment.

The following describes a program to promote the development of a positive self-concept. I developed the activities and self-evaluation scales for teachers in an elementary school in the Coweta County (Georgia) school system. We met for two sessions of about two hours each, and two "homework assignments" helped teachers practice in their own classrooms what we discussed in the sessions.

Getting to Know You

At the beginning of the first session, I asked the teachers to get acquainted on a person-to-person level, one of the aspects of a relationship that promotes a positive self-concept. Merely exchanging facts about subject matter areas and grade level would perpetuate the "teacher-to-teacher" role, which I wanted them to drop during our sessions.

To reinforce the direct personal relationship, I suggested that the teachers tell a partner three things they really liked about themselves as persons - the attributes they felt pleased with or proud of. The spirited interchange that followed showed clearly that people, when given the chance, enjoy and benefit from sharing themselves, rather than from having to play a role. The interaction reflected the two components of self-concept: the facts and the feelings which combine to identify the whole person.

After the get-acquainted activity, participants rated themselves individually on three self-concept scales. Each scale, presented in Figure 1*, is a continuum

* See Figure 1 p. 25

with a negative and positive self-concept statement at either extreme. Teachers were instructed to mark the continua at the points representing their current views of themselves.

Choice within limits: The discussion between partners that followed illustrated a second aspect of the human interaction which builds positive self-concept: a relationship offers real choices within real limits. In talking with a partner, each teacher had the choice to reveal or make no comment on the self-ratings. Such genuine choice fell within the real limits of the activity - that teachers examine their own self-concepts in the three areas of worth, capability, and responsibility.

A positive self-concept allows people to value themselves not because they have earned their worth, but simply because they are unique humans of inherent undeniable value. Prizing oneself is accompanied by a feeling of ableness derived from the power to choose how one acts (real choice) within environmental bounds (real limits). For the person who has a positive self-concept, the power to act and to grow lies within the person, not in fate, luck, or other people. This self-control is mirrored in a sense of responsibility and willingness to live out the consequences of choice, rather than a desire to blame other people or the environment for what happens to the person.

Sharing Self-Criticism

The next activity again involved person-to-person interaction. Teachers were asked to share with their partners three things they didn't like about themselves. Their enthusiastic conversation displayed their commitment to healthy sharing, despite the risk that their partners might regard them less highly.

In fact, the teachers reported a greater acceptance of their partners as valuable persons when their partners trusted them to understand perceived shortcomings and faults. In discussing a topic often avoided - what they criticized in themselves - the teachers discovered the third component of the relationship that fosters a positive self-concept: the chance to discover personal meaning and to examine what one's experiences mean in light of current behavior.

By taking stock of personal attributes, both helpful and hindering, the teachers could attach meaning to their experience, which comes only through dialogue with trusted others. Introspection can open doorways to meaning, but dialogue seems necessary to fulfill the process of finding the personal relationship of experiences.

Again, three relevant self-concept scales were presented for teachers to rate themselves on self-acceptance, personal meaning, and willingness to grow. These scales are illustrated in Figure 2.* Accepting oneself, "warts and all," is part of a positive self-concept. Before we can change, grow, or learn, we must accept who we are currently, even though we may be frustrated or disappointed in some of our behavior or feelings.

*See Figure 2 p. 25

A significant aspect of positive self-concept, then, is the ability to judge for oneself that one is worthwhile and acceptable as a human, but that certain actions or attitudes may be unacceptable to others. A negative self-concept assumes that others have the right to judge the person as well as the behavior. Life becomes a constant masquerade of shifting and conflicting roles designed, unsuccessfully, to meet the perceived expectations of others to gain their approval and acceptance. The person with a positive self-concept realizes that self-acceptance comes from within, not from others. The ability to decide what an experience means is a measure of this self-acceptance.

Putting the Three Components Together

The final presentation of the first session concerned three aspects of the relationship that build positive self-concept in students and teachers. Any interaction that promotes a healthy self-concept in one person has the potential to produce the same effect on every other person involved.

To nourish a positive self-concept in each person who interacts, the relationship

> is person-to-person, not role-to-role. People can step out of their protective roles and risk sharing on a personal level. When they do, they find grateful acceptance and a feeling of release from constrictive facades.
>
> emphasizes real choices and real limits. In the classroom, real limits may be the proportion of time spent in individual or group work, the subject matter to be studied, or the topics students and teachers are willing to discuss. Genuine choices may involve the right to participate or not to participate in selected classroom activities; the option to express oneself through drama, art, or music as well as writing; or the alternative for the student to arrange his own schedule of work when given the tasks to be completed.
>
> provides the chance to discover personal meaning.
>
> A few moments daily for conversation with one or two chosen partners allows both teacher and student to examine the personal value and relevance of experiences in and out of school. The self-concept scales are fruitful topics to provoke discussion of personal meaning.

Applying These Principles in the Classroom

To encourage the transfer of the principles of self-concept development, I asked teachers to carry out in their classrooms in the coming week at least one activity that contained all three elements of the relationship promoting a

positive self-concept. Each was asked to complete an index card describing the activity and the reactions of teacher and student to that experience.

A week later the teachers and I met a second time. We began by forming small groups of four members each to discuss the classroom activities embodying the positive relationship described. Many of the twelve teachers were surprised and pleased with their efforts, citing their feelings of increased freedom they enjoyed from choosing a person-to-person interaction in their classes. For most, this aspect was realized when they took part with their students in the activities they had designed.

> Every teacher reported an attempt to expand choices within his or her classroom. Clearer limits and choices for topics and forms of expression were set through open discussion with students. Teachers indicated that they felt free to disagree with their students since teacher and students shared a responsibility for limits and options. Wholehearted agreement with students also seemed easier to express.

Seven of the twelve teachers, after their initial open classroom discussion, used the six self-concept scales presented in our first session. Each of these teachers remarked on the enthusiastic response of their students to share something of personal relevance. Teachers, too, shared with their student partners the modeling of a person-to-person relationship appropriate for exploring individual meaning.

Analyzing the activities: To summarize the small group discussions, I wrote on the board a sample activity from each group. We analyzed these activities for their aspects of a positive relationship:

> In what ways was the activity person-to-person?
>
> How did it define boundaries and open up choices?
>
> What opportunity was offered for expressing personal meaning?

This analysis highlighted the teachers' planning, which had incorporated the three relationship aspects in their self-concept activities. Yet unplanned situations arise daily for every teacher; the outcomes of these interactions can be crucial in supporting or denying positive self-concept development.

Role Playing

To illustrate the impact of typical unplanned classroom incidents, I asked the teachers to form trios to act out a number of such situations. The following list presents six incidents for which trios planned both a helping and a hindering outcome:

1. A student forgets the costume for the class play to be given that afternoon.

2. The teacher has a headache and feels grouchy because of an argument at home before school. A student asks the teacher a question.

3. A student gives an excellent oral report in class, and the teacher responds.

4. The teacher has just been recognized at the PTA meeting as a skilled and competent professional.

5. A student distracts others with pencil tapping and talking out, and the teacher acts.

6. The teacher had a death in her family last week and has just returned to school.

As each trio role played the situation its members had chosen, observers were asked to identify factors in both teacher and student behavior that showed a negative influence on self-concept. In other words, how was the teacher's, as well as the student's, positive self-concept hindered or blocked?

Situation: For example, a detrimental reaction (during role play) to the student who tapped his pencil was a sarcastic statement audible to the entire class: "Looks like the only thing you've ever learned in school is how to annoy others!" The student reacted immediately to the belittling comment by slamming his books to the floor, and the teacher ordered him to the principal's office.

> The observers pointed out that the teacher's remark was that of a critical adult to a child, emphasizing the distance between them rather than showing respect for the other as a human. It also provided no choice of behaviors and only focused indirectly on what the student could not do. The student's reaction met anger with anger, a result of public humiliation from the implied message, "You're not an acceptable person; I don't like who you are."

In the alternate ending, interaction that supported positive self-concepts in teacher and student was portrayed. The teacher walked over to the student's desk and said in a quiet voice directly to the student, "When you keep tapping your pencil, I get distracted and can't teach the lesson. Please stop tapping and sit quietly." The student, taken aback, laid his pencil down and said nothing. The teacher smiled at him and returned to the lesson.

> Here, observers noted that in this second role play the teacher initiated a person-to-person interaction in which she disapproved of the student's behavior without criticizing him as a person. She also accepted responsibility for her own feelings of frustration instead of blaming the student for them.

The student's self-concept was enhanced by the clear choice and limits set through direct interaction without an embarrassing "audience" to laugh at him. He could examine the personal meaning of the incident, and realized that the teacher respected him and believed in his power to control his own behavior.

Follow-Up

The discussion generated by the role play situations reinforced the relationship elements promoting positive self-concept. In anonymous written evaluations, the teachers reported their pleasure with the "relaxing yet productive" environment we created during our sessions. The sessions, then, modeled the principles presented. The teachers' positive self-concepts were supported and enhanced.

As a follow-up activity for their classrooms, I suggested that each teacher keep tally of how he or she enhanced or hindered positive self-concept in unplanned situations during the next week. After keeping count for three days, they were to meet with a partner to discuss their efforts and to plan ways to increase their "enhancement" tally while decreasing the "hindrance" count

Feedback from teachers during the two weeks that followed indicated that keeping tally of their reactions to unplanned (and planned) classroom situations helped them become aware of their behavior and gain greater control over their actions. They noted positive gains in fostering relationships that increased their own positive view of themselves and their perceptions of students as capable human beings.

In Summary

The two sessions demonstrated as well as described a relationship supportive of positive self-concept. The self-assessment scales, open discussions, and varied activities helped each of us to take stock of our roles, to free ourselves for person-to-person interaction, and to exercise choice within the limits of our focus - the development of positive self-concept.

FIGURE 1: SELF-ASSESSMENT SCALES (I)

I am a valuable person because I'm me; I like who I am.	_____	I am worthless because I'm me; I don't like myself.
I am a capable person who chooses to act constructively.	_____	I am a weak person who chooses to act destructively.
I am responsible for my behavior because I control what happens to me.	_____	I am not accountable for my behavior because others control what happens to me.

FIGURE 2: SELF-ASSESSMENT SCALES (II)

I can accept myself, including my faults.	_____	I cannot accept myself because of my faults.
I can decide what my experience means to me.	_____	Others always decide what my experience should mean to me.
I can change, learn, and grow as a person.	_____	I cannot change because then I'd lose what little I am now.

CLASSROOM PROBLEM SOLVING DISCUSSIONS

Glasser, Rogers and others suggest that the most effective way to solve classroom problems is by having students participate in group discussions. Counselors could be available at the request of teachers to demonstrate how to facilitate group discussions when classroom problems or concerns arise. After observing the Counselor for one or two sessions, the teacher then can utilize the same procedures to handle problems as they arise. Thus the role of the Counselor-Consultant is to demonstrate how to lead 'problem solving' groups in classroom settings.

(Note: An assumption is made that Counselors have the necessary group leadership skills. If this assumption is not correct, Counselors should be encouraged to refer to the bibliography of Fullmer/Bernard-The School Counselor Consultant and to select those readings which will best meet their needs).

SUGGESTED PRINCIPLES FOR CONSULTANTS TO TEACHER-ADVISORS

Teacher-Advisors should:

1. Have the same group of students for as long as they remain in the school unless personality conflicts arise.

2. Become their students' friends and advocates.

3. Be an integral part of a team effort.

4. Assist with guidance, programing activities so counselors can counsel or consult.

5. Be given continuous inservice.

6. Be encouraged to do only what they are qualified to do or are interested in doing.

7. Have clearly defined teacher-advisor roles.

SUGGESTED TEACHER ADVISOR ACTIVITIES

1. Visit students' homes.

2. Serve as the liaison between parents, students, counselors.

3. Assist students through group and individual contacts to plan their programs.

4. Be a peer counselor resource person.

5. Facilitate group discussions which relate to students improving their study skills.

6. Identify and refer students with major academic and/or personal problems.

7. Assist students through group and individual contacts with early stages of their career and/or educational planning.

(Note: Each school should determine its own Teacher-Advisor activities.)

SELECTED RESOURCES FOR THE CONSULTANTS TO TEACHER-ADVISORS

1. College Entrance Examination Board - Decisions and Outcomes Series

2. CPGA, Sullivan, O'Hare, Accountability in Pupil Personnel Services: A Process Guide For The Development of Objectives - Monograph #3

3. CPGA, Cunha, J., et al, Career Planning - Monograph #5

4. CPGA, Majchrzak, S., Preparing Young Women for Tomorrow - Monograph #9

5. CPGA, Keirsey, Bates, Result Systems Management: The Human Side of Accountability - Monograph #6

6. Fullmer, Bernard - The School Counselor-Consultant, Houghton Mifflin Co., Boston, pp. 355

7. Gibbs, Jeanne & Allen, Andre, Tribes, 166 Capricorn Ave., Oakland CA 94611

8. Varenhorst, Barbara - Curriculum for the Peer Counseling Student and Adult Training Course, Feb. '73

(Note: Some resources listed on page 36 relate to this area.)

PRINCIPLES FOR COUNSELOR-CONSULTANTS TO TEACHERS

Consultants should:

1. Secure support of school administrators for their Consultant role implementation plan.
2. Study teachers' resumes to determine their strengths and possible skill areas.
3. Attempt to meet with each teacher on an informal, one-to-one or small group basis.
4. Observe teacher's conduct during faculty, department meetings.
5. Determine who the teacher-leaders, most cooperative teachers, and the most resistant to change teachers are.
6. Brainstorm with a group of the most cooperative teachers and/or teacher leaders as to priority teacher needs which a Consultant might help them meet.
7. Develop one or two Consultant activities based on the brainstorming results. (Select for development the easier of these top priority activities)
8. Explain these activities at a faculty meeting, and request volunteer teachers to work with you on them.
9. Select from the volunteer teachers those who appear to offer the best chance for success. (Cooperative, respected by other teachers)
10. Conduct pilot activities, evaluate, modify and re-cycle.
11. Report and/or have volunteer teachers report your pilot activity successes to the faculty. Seek other volunteers for these activities.
12. Begin development of other identified top priority Consultant activities.
13. Use effective inter-personal communication skills.
14. Use the group process as the basis for most Consultant activities.
15. Plan brief Consultant activities whenever possible.
16. Identify and/or develop lists, materials as a basis for most Consultant activities.
17. Use a series of workshops or classes if a Consultant activity requires an extensive, comprehensive approach.
18. Include expected outcomes, evaluation steps in the plans.
19. Recognize you often are facilitators and/or assisting with problem solving and are not expected to be experts.
20. Have or develop process skills.

SUGGESTED CHANGE AGENT IMPLEMENTATION STEPS:

1. Develop a process proposal.

2. Secure administration's support for the proposal.

3. Proposal Includes:

   Identify school and community leaders, influentials, innovators and resistors.

   Make efforts to establish a rapport with the leaders and influentials.

   Brainstorm with volunteer leaders and innovators as to the priority needs relative to improving the learning environment.

   Diagnose what the needs are for improving the learning environment, and/or the Guidance services. (Can develop a diagnostic inventory or purchase a commercial one; example: School Survey of Interpersonal Relationships).

   Select one or two priority "Learning Environment" and/or guidance priority need areas.

   Determine the tasks for developing a plan to meet these priority needs.

4. Plan Includes:

   Seeking volunteers from those people identified through the needs assessment as the most likely to want assistance in the identified priority areas and to encourage them to cooperate in your pilot efforts.

   Identifying and utilizing the human resources for planning assistance.

   Studying the related readings (ERIC, Library).

   Brainstorming ideas on a tentative plan with identified volunteer leaders and innovators.

   Writing a plan which includes goals, objectives, evaluation strategies.
   Field testing selected solutions to determine their effectiveness.
   If necessary, modify and re-develop.

   Implementing the finalized plan.

   Reporting successes of the pilot efforts to the related school/ community personnel.

5. Goal is to establish a stablilized innovation process).

COUNSELOR-CONSULTANT

Carlson, Splete & Kean American Personnel & Guidance Association 1607 New Hampshire Ave., N.W. Washington, D. C. 20009 (1975)	The Consultant Process
Dinkmeyer, Don C. Holt, Reinhart & Winston, Inc. (1968)	Guidance & Counseling in the Elementary School, Rulings in Theory and Practice
Faust, Verne Houghton-Mifflin Palo Alto, CA (1972)	The Counselor-Consultant in the Elementary School
Fullmer/Bernard Houghton-Mifflin Palo Alto CA (1972)	The School Counselor Consultant
Gemmet, Richard San Mateo County Office of Education 333 Main Street Redwood City CA 94063	Interpersonal Communications
Guidance & Counseling Task Force California State Department of Education (1975)	Pupil Personnel Services in California Public Schools: Needs Problems and a Plan for Solution
Havelock, Ronald G. Educational Technology Publications Inglewood Cliffs, New Jersey 07632 (1973)	The Change Agent's Guide To Innovation in Education
Hawley, R.C. & I.L. Education Research Associates Box 767 Amherst, MA 01002	Developing Human Potential, A Handbook of Activities for Personal and Social Growth

PRE-PLANNING WORK SHEET

NAME _____ JOB TITLE _____

GRADE LEVEL(S)
YOU WILL SERVE _____ SCHOOL _____

PRE-PLANNING

Steps I will take to prepare for introducing Counselor-Consultant activities into my school are:

1. My readings will include: (Check pages 29, 32)

2. Type(s) of people I might contact for assistance are: (example: State Department Consultant, County Office Consultant, Elementary Counselors, College Counselor-Educator, Business Consultant, Government Consultant)

3. Names of people outside of my school I will contact are: (State why each person is chosen)

4. Names of people in my school I will contact are: (State why each person was chosen)

5. I will will not (circle one) establish a Steering Committee. Why or why not?

   If yes, list below the names of the people who will serve on the committee, and briefly state your reason(s) for selecting each person.

6. I will develop my plan by (date) _____.

MY COUNSELOR-CONSULTANT IMPLEMENTATION PROPOSAL

1. The rationale for this Proposal is:

2. The main goal of the Proposal is:

3. The three top objectives are:

4. The major activities for each of these objectives are:

5. The evaluation strategies for each of these objectives are:

6. The resources needed are:

7. The implementation steps include:

8. The Proposal will be in operation by: _____